DOCUMENT RESUME

ED 127 796 FL 007 888

AUTHOR Kern, Ann
TITLE MAP: Materials Acquisition Project. CATESOL Occasional Papers, No. 1.
INSTITUTION California Association of Teachers of English to Speakers of Other Languages.
PUB DATE 74
NOTE 5p.; For related documents, see FL 007 882-887

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Audiovisual Aids; Biculturalism; *Bilingual Education; Elementary Secondary Education; Information Dissemination; Instructional Aids; *Instructional Materials; Language Instruction; Material Development; *Media Selection; *Portuguese; Second Language Learning; Slides; *Spanish; Spanish Speaking; Tape Recordings; *Textbook Evaluation; Textbook Selection
IDENTIFIERS *Materials Acquisition Project

ABSTRACT

The Materials Acquisition Project was created by the Bilingual Education Programs Branch of the U.S. Office of Education to make available information concerning instructional materials currently published in Spanish- and Portuguese-speaking countries to teachers of elementary and secondary bilingual-bicultural education classes in the United States. The functions of the project are to: (1) identify and acquire from foreign countries copies of educational materials in Spanish and Portuguese, such as texts, supplements, posters, recordings, slides and tapes, for potential use in American bilingual education programs; (2) field-test materials in elementary and secondary bilingual-bicultural classes; (3) identify comparable concepts in texts in Spanish and Portuguese and in English texts and compile a parallel list of texts; (4) provide for the revision of outstanding materials that require little rewriting to make them relevant to Spanish-speaking students in the United States, and promote the publication of K-6 textbook sets in fine arts, language arts, math, and science; and (5) make information on the project's objectives and operation available. Means of fulfilling each of these functions are described. (CLK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED127796

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MAP: Materials Acquisition Project

Ann Kern
San Diego City Schools

Materials Acquisition Project in San Diego, California, was created by the Bilingual Education Programs Branch of the U. S. Office of Education in the fall of 1970 to make available to teachers of elementary and secondary bilingual-bi-cultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries.

Reflections on the growth of MAP, San Diego, since its birth in the Logan Heights barrio in the summer of 1970 reveal a rather dramatic rate of development. It started out in a cubicle contributed by the ESEA TITLE III Inner City Project with a staff that consisted of the director and a clerk. It found its first home in a small structure at 3250 F Street that had formerly housed a carpet company. There the staff increased from two to approximately 10 full-time, five part-time, and the materials collection increased from zero to approximately 4,000 after Washington finally approved travel abroad following a six months' wait. At the finish of its first fiscal year MAP was bursting out of the building.

FL007888

It found its second home in the offices of the ESEA TITLE III ESL/Bilingual-Bicultural Project Center at 2950 National Avenue, which was terminated on August 31, 1971. It also annexed the warehouse area at the back of the building, which was serving as exhibit storage for several aerospace companies. Here the staff increased to approximately 25, and the materials collection increased to approximately 25,000. At the finish of its third fiscal year MAP was making its influence felt internationally in the manufacture of materials for bilingual-bicultural education.

This influence has been refracted in many different directions. These refractions will be described in detail in the following pages, which will define MAP's specific functions as a national resource center for instructional materials currently published in Spanish-and Portuguese-speaking countries.

MAP's first function is to identify in and acquire from foreign countries sample copies of educational materials in Spanish and Portuguese, such as texts and supplements, posters, recordings, slides and tapes, which could be employed to implement bilingual education in this country. This function has been fulfilled by two means, travel to Spanish- and Portuguese-speaking countries and orders from the catalogs of distributors and publishes in Spanish- and Portuguese-speaking countries.

Four acquisitions trips, two to Mexico and Central America, one to South America, and one to the Iberian Peninsula, taken in approximately a year-and-a-half, have yielded over 25,000 instructional items, which have been cataloged and shelved in MAP's collection. Travel in these Spanish- and Portuguese-

speaking areas abroad has revealed that many of their more recent materials rival U. S. materials in English in quality and quantity. Educational reforms in Mexico and Spain, for example, reflect trends toward individualized instruction that require a multitude of materials rather than only one.

Acquisitions trips not only allowed MAP to buy books and audiovisual aids. These trips also allowed project personnel to become acquainted with foreign government agents, distributors, and publishers with whom they continue to communicate and cooperate. Now it is no longer necessary to go to the countries of origin to order. Numerous publishers supply project coordinators with catalogs that contain sufficient information for them to know which new items would complement the collection, and some of these same publishers do the favor of donating a few samples of their forthcoming things.

The collection that has resulted from these acquisitions constitutes an educational resource that does not exist anywhere else in the world. The richness of this resource has overflowed from California into New York and Rhode Island, where Puerto Rican and Portuguese resource centers, respectively, have opened with the help of over 3,500 MAP volumes, 2,000 to the former and 1,500 to the latter.

MAP's second fuction is to field test its materials in elementary and secondary bilingual-bicultural educ tion classes throughout the U. S. and elicit evaluations from students and teachers who work with them, as well as sample lessons from these same teachers. This function has been fulfilled by a process that transports the prospective field-testing teacher to the project offices for a workshop to select materials, orders selected materials for shipment to the teacher's school, permits the teacher to try the materials with pupils, and follows this trial period with on-site observation and feedback forms, which are compiled for publication.

One of the primary purposes of this program is to pour materials in Spanish and Portuguese into bilingual-bicultural classrooms across the country in which millions of pupils are thirsty to learn in these languages. It has ordered instructional items for over 200 teachers in over 100 programs in 10 states, and it has offered instructional ideas to these teachers.

The other primary purpose of this program is to conduct a survey as to the present and future usefulness of the materials they have received. So far this seems favorable. Several hundred pupils and teachers have sent MAP several hundred feedback forms, and a few of the latter have taken the time to submit sample lessons. As these arrive, they are added to those already on file. When an adequate number of forms on one item has accumulated, the comments are compiled for publication. A comprehensive year-by-year compilation will be published when its preparation is complete.

MAP's third function is to identify comparable concepts in texts in Spanish and Portuguese and in texts in English and to compile parallel lists of texts. Like field testing this function has been fulfilled by transporting the prospective program participant to the project offices for a workshop to select materials, ordering selected materials for shipment to the teacher's

school, permitting the teacher to try the Spanish or Portuguese materials in tandem with English materials, and following this trial period with comparative analyses, which are being compiled for publication.

The parallel curricula program has purchased materials in Spanish and Portuguese for almost 600 teachers in more than 150 programs in 10 states. The agendas for the workshop sessions in which instructional items are selected also include an overview of MAP's objectives and an exchange of ideas on principles of bilingual-bicultural education as practiced throughout the United States.

The comparative analyses that the parallel curricula program is collecting contain two parts. The first part asks the teacher to itemize the elements that he or she considers comparable in an English text presently in use and a Spanish or Portuguese text. These may be unit or chapter titles, individual concepts, skills, etc. The comparable elements are listed in appropriate English-Spanish or English-Portuguese blocks so that they appear across from each other on the same line. Each teacher is encouraged to use page numbers. The second part is included for any comments the teacher may wish to make in the way of ideas, suggestions, criticisms, etc., regarding his or her use of the materials.

MAP's fourth function is to provide for the revision of those outstanding materials that require little rewriting in order to make them specifically relevant to Spanish-speaking students in the United States and to promote the publication of K-6 textbook sets in the four basic elementary school subjects: fine arts, language arts, mathematics, and science. It is hoped that the Portuguese materials also will be revised.

Twenty-four foreign and three domestic publishers have indicated interest in this program. Among them are the most prominent ones in Spain and Mexico, as well as ones in Colombia, Peru, and Venezuela. In two years there should be specifically relevant instructional materials in Spanish available to United States bilingual-bicultural programs in abundance.

The revisions plan, if it is successful, is supposed to result in the creation of textbooks with contents totally acceptable to United States Spanish speakers, composed in generic Spanish comprised of vocabularies commonly used in this country, containing glossaries of words not common to all groups. To this effect MAP has employed two curriculum advisers, a Chicano and a Puerto Rican, who will present data gathered from field-testing teachers to the publishers and indicate what specific changes have been suggested for each item to be revised and what items can stand without revisions. Some of the publishers are considering the creation of new sets and series of texts instead of adaptations.

It is hoped that the revised or newly created textbooks will be sufficient in number so that teachers can use the multitext approach and that non-revised books that link the student with the entire Hispanic world will continue to be used extensively as resource and supplementary books.

MAP's fifth function is to make information on the project's objectives and operation available to as many people as possible. This function has been fulfilled by means of public relations tools like news releases and spot announcements, presentations at educational conferences and conventions, informational pamphlets like brief bibliographies and compilations of field-testing and parallel curricula data, and a national monthly magazine entitled Materiales en Marcha that emphasizes intructional materials in Spanish and Portuguese from foreign countries.

Project staff members have traveled throughout California and the United States to show their materials and methods and share their bilingual-bicultural education expertise. Conferences and conventions from border to border and coast to coast have issued invitations for everything from informal exhibits to formal explanations, and the director and coordinators have accepted as many as they possibly could.

Since July, 1972, MAP has published Materiales en Marcha, the only monthly magazine of its kind in the country. It includes reviews, sample lessons, field-testing summaries, articles on ideas and issues in bilingual-bicultural education, columns of conference and convention information and readers' comments, and lists of comparable materials in the project collection to accompany reviews, parallel texts, and suggested U. S. distributors of foreign instructional materials in Spanish and Portuguese. The authors of the articles are experienced bilingual educators from states with significant populations of Spanish-speaking persons. The magazine averages 20 pages per issue, and it is illustrated with black-and-white and color photographs and sketches. Saturday Review has recognized it as "an attractive monthly publications. . . bound to help bilingual education along." The subscription rate is $5.00 per fiscal year. A copy costs 50¢. For your subscription write to:

Materials Acquisition Project
2950 National Avenue
San Diego, California 92113